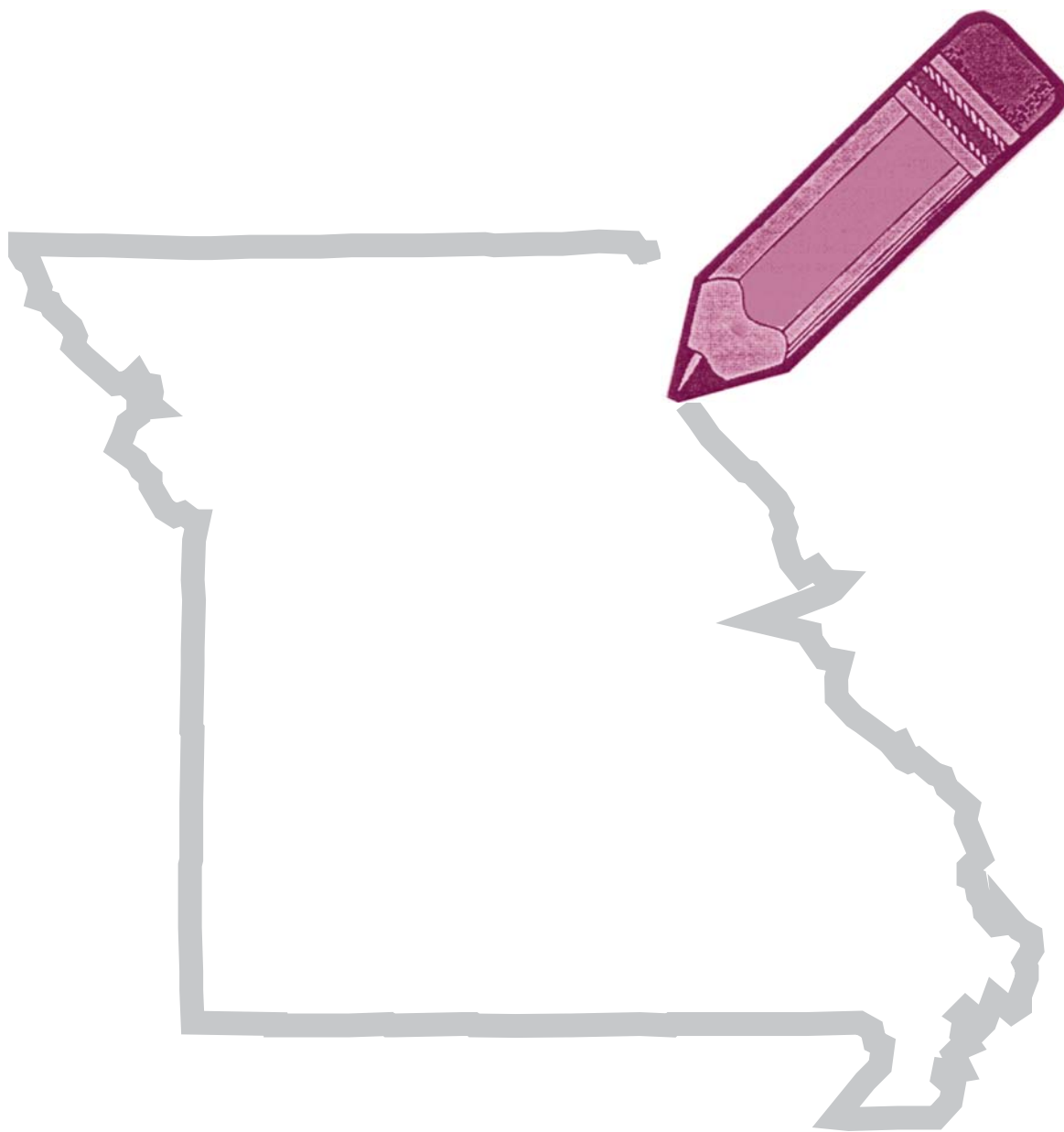


Missouri Assessment Program



Examiner's Manual

Overview

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This manual has been constructed so that an Examiner who administers more than one content area need not read portions of this manual more than once. Steps 1 through 8 and Steps 10 through 12 contain the same information across all content areas. Step 9 of this manual contains test administration directions specific to the content area identified on the front cover of this manual.

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The **Missouri Assessment Program (MAP)** is one of several educational reforms mandated by the Outstanding Schools Act of 1993. As a result of this Act, the State Board of Education directed the Missouri Department of Elementary and Secondary Education to identify the knowledge, skills, and competencies that Missouri students should acquire by the time they complete high school and to assess student progress toward those academic standards. The Department worked with teachers, school administrators, parents, and business professionals from throughout the state to develop the Show-Me Standards. The Department has worked with the same constituencies to develop an assessment system that will evaluate students' proficiencies represented by the Show-Me Standards.

The Spring 2003 MAP includes the following assessments:

Required

Communication Arts Assessment for Grades 3, 7, and 11
Mathematics Assessment for Grades 4, 8, and 10

Voluntary

Science Assessment for Grades 3, 7, and 10
Social Studies Assessment for Grades 4, 8, and 11

Each assessment could require three to six hours of test administration time and may include any of four types of test items: multiple choice, constructed response, writing prompt, and performance event.

The **multiple-choice** items present students with a question followed by three or four response options. For the Mathematics, Science, and Social Studies Assessments, the multiple-choice items in Session 3, Part 1, are taken from the survey portion of a nationally normed test developed by CTB/McGraw-Hill. For the Communication Arts Assessment, the entire Session 3 is part of the nationally normed test.

The **constructed-response** items require students to supply (rather than select) an appropriate response. Students will be asked to show their work in answering questions. In addition to measuring students' content knowledge, constructed-response items can provide information about how students arrive at their answers.

The **writing prompt** is an open-ended item that requires students to demonstrate their writing proficiency. Writing will be scored holistically using a four-point scoring guide.

The **performance events** used in Missouri's statewide assessment require students to work through more complicated items. Performance events often allow for more than one approach to get a correct answer. The advantage of this type of assessment is that it provides insight into a student's ability to apply knowledge and understanding in various situations.

The Department will use the information obtained through MAP to monitor the progress of Missouri's students in meeting the Show-Me Standards, to inform the public and the state legislature about students' performance, and to help make informed decisions about educational issues. Taken together, the information obtained through MAP and district assessment programs will provide a comprehensive picture of educational progress that will help improve the services provided to each student in the state.



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STEP 9 IS NOT PROVIDED IN THIS VERSION

It is important to read the entire manual prior to administering the test.



Fill In Special Codes Information

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Students Not Tested in the
Content-Area Assessments

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Assemble Materials for Return

Page 44

Glossary of Terms

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Carbonless Paper

Carbonless paper is optional and is being made available for teachers to capture student responses on released items (for intermediate school and high school only). Specific instructions regarding the use of carbonless paper are included in this Examiner's Manual. NOTE: Carbonless paper must be removed from test books before they are returned to CTB/McGraw-Hill for scoring. Carbonless paper must be ordered through CTB/McGraw-Hill.

Content-Area Label

There are five content-area labels. These labels are placed on the front of the large white envelopes to identify which content areas are included. Content-area labels include Communication Arts, Mathematics, Science, Social Studies, and Unused Books (unused test books).

Department of Elementary and Secondary Education (DESE)

The Assessment Section of the Missouri Department of Elementary and Secondary Education can be reached at 1-800-845-3545.

District Test Coordinator (DTC)

The District Test Coordinator receives, distributes, collects, assembles, and ships district testing materials.

Early Return Testing

Schools participating in Early Return Testing will have been notified by the Missouri Department of Elementary and Secondary Education. To arrange return shipment of Early Return Testing materials, please contact CTB/McGraw-Hill no later than April 25, 2003. See "State Scaling Sample" on Page 3.

Examiner's Manual

Each Examiner's Manual provides specific test administration instructions for a specific content area. Examiner's Manuals are included with the shipment of test books. **Examiner's Manuals are updated annually, so it is important for all Examiners to read the manual each year.**

Group Information Sheet (GIS)

The GIS provides CTB/McGraw-Hill with testing group data that will appear on your reports. One GIS is provided for each testing group in each content area.

Home School Student

Home school students may take part in the MAP per the local district's discretion. Home school students participating in the MAP must take the MAP assessments at the local school.

Large Print and Braille	<p>Student responses in both Large Print and Braille edition test books must be transcribed to Form A of the regular edition test book in order for that student to receive a MAP score. After the Examiner transcribes student responses to Form A of the regular edition test book, the Large Print and Braille test books should be marked “Contents transcribed to a regular test book. DO NOT SCORE” and returned to CTB/McGraw-Hill with the unused testing materials. Please follow instructions in the Test Coordinator’s Manual for packaging and shipping the regular testing materials to CTB/McGraw-Hill.</p>
Large White Envelopes	<p>Large white envelopes are provided to each Examiner. After testing, each testing group’s materials should be organized according to the directions in Step 12 of this Examiner’s Manual and placed in the large white envelopes for return to CTB/McGraw-Hill.</p>
Level Not Determined (LND)	<p>This designation is for students who do not receive a MAP score for any one of the following reasons:</p> <ul style="list-style-type: none"> (a) A test book is completed in ink. Answers written in ink cannot be scanned or scored. (b) An SIF is returned to CTB/McGraw-Hill without a test book. SIFs must be inside completed test books. (c) A student does not attempt any items in one or more sessions of the MAP. A valid attempt must be made on all sessions of the test. A valid attempt is defined as one item answered in Session 1, one item answered in Session 2, and five items answered or one correct answer in the nationally normed test section of Session 3. To ensure that all special education students qualify as making a valid attempt on the MAP, special education teachers should contact their Test Coordinator to obtain a list of embedded field test items. (For more information, see “Valid Attempt” on Page 4.) (d) A student takes the MAP Alternate, and the MAP Alternate bubble is filled in on the SIF. (e) A student’s test is invalidated. This is recorded under “Invalidation” in the Special Codes section on the inside back cover of each test book and is only used when the student has cheated. (f) Both LEP and LEP 1st–3rd Year in USA are recorded on the SIF.
Manipulatives	<p>Punch-out manipulatives are provided for Mathematics, all grades, and Science, Grades 3 and 10 only. These include items such as rulers, protractors, or other objects.</p>
MAP School Building Survey	<p>The MAP School Building Survey provides CTB/McGraw-Hill with information used to account for all students in a school. This information is forwarded to DESE.</p>
Missouri Assessment Program Service Line	<p>Questions regarding the Spring 2003 testing administration of the MAP can be answered by calling 1-800-544-9868, 7:30 A.M.–7:30 P.M., Central Time, and selecting option “1.”</p>

Multiple Forms	To gather information and statistical data about new items, the MAP embeds items; that is, it places new field test items into regular edition test books. Embedding results in multiple forms within the same content area. This year all content areas have multiple forms at all grade levels: Communication Arts (6 forms, A–F); Mathematics (5 forms, A–E); Science (4 forms, A–D); and Social Studies (3 forms, A–C). When administering the MAP to a testing group, keep the multiple forms mixed—do not separate the forms. The exceptions to this rule are the administration of the MAP to visually impaired students, who receive Form A only, and the oral reading of an assessment to small groups.
No. 2 Pencil	Ensure that all students use a No. 2 pencil. MAP assessments are scored electronically. If a student uses ink to mark the test, the student will not receive a MAP score because ink cannot be imaged.
Pre-coded	“Pre-coded” refers to machine-scannable bubbles that are mechanically filled in by CTB/McGraw-Hill.
Reference Sheets	Reference sheets are provided, separate from the test books, for Mathematics in Grades 8 and 10.
Regular Return Testing	To arrange return shipment of Regular Return Testing materials, please contact CTB/McGraw-Hill no later than May 5, 2003. For information on how to contact CTB/McGraw-Hill, refer to Step 10 of the 2003 Test Coordinator’s Manual.
School/Group List	The School/Group List is CTB/McGraw-Hill’s way of double-checking that all testing materials have been received. This form can be photocopied as needed.
School Test Coordinator (STC)	The School Test Coordinator distributes testing materials to Examiners, collects and checks materials, and forwards them to the DTC for shipping.
Security Barcoding	All MAP test books carry a unique security barcode on the front cover. The barcode is used to number each book consecutively and to track test books shipped to the districts. Test books returned to CTB/McGraw-Hill will be inventoried, and missing books will be reported to DESE by barcode number and district name.
Shipping Labels	Color-coded shipping labels are provided with the Test Coordinator’s Packet.
Special Codes Section	The Special Codes section is located on the inside back cover of each student test book. This section captures the following information: Accommodation Codes, Special Education, Invalidation, and Absent.
State Scaling Sample	The state scaling sample is developed from the data collected from the Early Return Testing results. It is used to calibrate items and create the Missouri scale, which is in turn used to score the test books. See “Early Return Testing” on Page 1.

Student Identification Sheet (SIS)

The SIS is located on the back cover of each student test book. This sheet captures biographical information about each student.

Student Information Form (SIF)

The SIF is a separate form that captures almost the same information as the SIS. It may be pre-coded if your district participated in pre-coding services. Blank SIFs can be used for the following cases: MAP Alternate and LEP 1st–3rd Year in USA students, torn or damaged SISs, or replacement for an incorrectly pre-coded SIF. A completed or blank SIF will always override an SIS when inserted inside the front cover of a student test book. If the SIF is not inserted in the test book, the student will receive two MAP scores; one will be an LND designation. See “Level Not Determined” on Page 2. Use only SIF forms for the current year.

Test Coordinator’s Manual

The Test Coordinator’s Manual describes both the DTC’s and the STC’s roles in the MAP test administration.

Testing Group

When an Examiner administers the MAP to a group of students, that group is considered a testing group. A Group Information Sheet (GIS) must be completed for each testing group. For data analysis purposes, reports will reflect testing group information as indicated on the GIS by the local district. In addition, School Test Coordinators need to ensure that every GIS completed for their school has an entry on the School/Group List. See “School/Group List” on Page 3.

Valid Attempt

A valid attempt is the minimum effort required to receive a reportable MAP score. Special Education students who do not qualify for MAP Alternate still need to take the MAP. If it is stipulated in the IEP, teachers may preview a test book and preselect items for students to attempt. However, to ensure that these students receive a MAP score, teachers need to select, at a minimum, one item from Session 1, one item from Session 2, and five items from the nationally normed test section of Session 3. **Do not select embedded field test items.** Contact your District Test Coordinator for a list of embedded field test items. For more information regarding valid attempt, see “Level Not Determined” on Page 2.



CHECK YOUR TESTING MATERIALS

Check to be sure you have the following materials. If any materials are missing, notify your Test Coordinator.

For the Examiner

- Examiner's Manual
- test books
- one Group Information Sheet (GIS)
- large white envelope(s)
- color-coded content-area labels for the large white envelopes
- Do Not Disturb sign (not provided)
- extra pencils with erasers (not provided)
- extra scratch paper (not provided)

For each student

- test book
- punch-out manipulatives (Mathematics, all grades, and Science, Grades 3 and 10 only)
- Mathematics reference sheet (Grades 8 and 10 only—provided separately)
- scratch paper for Session 3 (Mathematics only, paper not provided)
- extra paper for Session 2 (Communication Arts, paper not provided for the draft copy of the writing subtest)
- No. 2 pencil with eraser (not provided)—**ink may not be used for any of the assessments**
- extra erasers (not provided)

TOOLS

The following guidelines explain specific rules for using tools.

Communication Arts

- Students at the elementary level may use a dictionary only for Session 2. Students at the intermediate and high school levels may use a dictionary, thesaurus, and grammar handbook only for Session 2. **These tools should not be available for any other session of the test.**
- Students at the elementary level may be provided with book markers (such as paper strips or index cards) to be placed in test books.

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No. 2 pencils must be used for all assessments. Answers written in ink cannot be scored.

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Prior to testing, the SIS on the back cover of each student's test book or a current year SIF must be completed for accurate reporting. (See Step 7, Page 12.)

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TEST BOOKS

Students at all grades write their answers directly in the test books for all sessions.

• • • • •

• • • • •

TOOLS

Test questions have been designed and adequate time has been provided so that using any tools will not offer any particular advantage.

If you have any questions about using a specific tool provided by the district for testing, contact your Test Coordinator. The only materials to be provided by the district are listed at left.

• • • • •

Mathematics

- Calculators are **not** allowed at the elementary level during any session.
- If your school has chosen to use calculators at the intermediate and high school levels, please note that students may **not** use calculators for the first section of **Session 3, Part 1**. If calculators are allowed for the **other** parts of the test, students should be told in advance and given access to a calculator.

Science

- Calculators are not needed for the Science Assessment.
- Punch-out rulers are provided for Grades 3 and 10 only.

Social Studies

- No tools may be used for the Social Studies Assessment.
- Make sure all classroom maps are out of view during the testing time.

Generally, the decision to use any of the tools suggested above should be based on your standard classroom practices.

SECURITY

The Missouri Assessment Program (MAP) tests are secure materials. All test books are barcoded for security and inventory purposes. The barcodes, which are located on the front cover of every MAP test book, are used to number each book consecutively and track inventory shipped to the districts. Test books returned to CTB/McGraw-Hill will be inventoried, and missing books reported to DESE by inventory barcode number and district name. For more information concerning security barcoding, see the Security Barcoding Supplement in your District Test Coordinator's Packet.

School personnel responsible for the MAP testing must ensure that all testing materials are secure at all times. No testing materials may be photocopied, duplicated or made accessible to personnel not responsible for testing. Teachers should not see test books prior to the test administration. When not in use, test books must be kept in a locked room or cabinet in the school building to prevent unauthorized access. All test books must be returned to the School Test Coordinator after the MAP is administered. Your School Test Coordinator will provide you with specific instructions regarding security and inventory procedures.



PLAN YOUR TESTING SCHEDULE

- Review the test directions in the Examiner's Manual in advance. Test books are secure and may **not** be reviewed before testing. An exception to the previewing rule are Special Education teachers who may preview test books,

Be sure all students have completed the SIS on the back cover of their test book or an SIF prior to testing.

- If a student misses any session of the MAP test, arrange a makeup session.
- When administering the MAP orally to a small group of students, be sure all students have the same form of the test.



Tests should be administered according to the specific directions.



Each testing session should be completed **in one day** and not administered over two or more days.



All content areas have multiple forms:

- Communication Arts, all grades, 6 forms (A–F)
- Mathematics, all grades, 5 forms (A–E)
- Science, all grades, 4 forms (A–D)
- Social Studies, all grades, 3 forms (A–C)



Teachers who are preselecting items for Special Education students should refer to “Valid Attempt” on Page 4.



TESTING SCHEDULE

Each content area of the Missouri Assessment Program (MAP) could require between three and six hours of classroom time, depending on the individual student’s ability. Each test is divided into three sessions, with the exception of Communication Arts, which has four sessions. Each session should be administered on a **different day**.

Mathematics, Science, and Social Studies

Sessions 1 and 2

Estimated testing times for Sessions 1 and 2 are given in the charts on Page 9. These times are only a guide for planning the testing sessions. If all students finish before the estimated time, the session may be ended early. **Students who have not completed Sessions 1 and 2 within the estimated testing time should be given additional time to finish the test.**

Session 3

Session 3, Part 1, will provide norm-referenced information and is the only timed portion of the MAP. **The testing times indicated for Session 3, Part 1, should be strictly observed.**

Estimated testing times for Session 3, Part 2, are also given on the chart on Page 9. These times are only a guide for planning the testing session. If all students finish before the estimated time, the session may be ended early. **Students who have not completed Session 3, Part 2, within the estimated testing time should be given additional time to finish the test.** Please be sure to fill in the appropriate special code and accommodation code from Step 10 for students authorized to receive accommodations.

Communication Arts

Sessions 1 and 2

Estimated testing times for Sessions 1 and 2 are given in the chart on Page 9. These times are only a guide for planning the testing sessions. If all students finish before the estimated time, the session may be ended early. **Students who have not completed Sessions 1 and 2 within the estimated testing time should be given additional time to finish the test.**

Session 3

Session 3 will provide norm-referenced information and is the only timed portion of the MAP. Session 3 for Grade 3 has Parts 1 and 2, and both parts are timed. **The testing times indicated for Session 3 should be strictly observed.**

Session 4

The Communication Arts Assessment is the **only** MAP with a Session 4.

Estimated testing times for Session 4 are also given on the chart below. These times are only a guide for planning the testing session. If all students finish before the estimated time, the session may be ended early. **Students who have not completed Session 4 within the estimated testing time should be given additional time to finish the test.** Please be sure to fill in the appropriate special code and accommodation code from Step 10 for students authorized to receive accommodations.

TESTING SCHEDULES (in minutes)

COMMUNICATION ARTS		
Day 1		
SIS or SIF	10	
Session 1	60 to 90	
	<u>70 to 100</u>	
Day 2		
Session 2	60 to 90	
Day 3		
Session 3, Grade 3	61 (timed)	
Session 3, Grade 7	52 (timed)	
Session 3, Grade 11	54 (timed)	
Day 4		
Session 4	60 to 90	

MATHEMATICS		
Day 1		
SIS or SIF	10	
Session 1	55 to 90	
	<u>65 to 100</u>	
Day 2		
Session 2	55 to 90	
Day 3		
Session 3, Part 1	First Section	10 (timed)
	Second Section	30 (timed)
Session 3, Part 2		20 to 35
		<u>60 to 75</u>

SCIENCE		
Day 1		
SIS or SIF	10	
Session 1	45 to 100	
	<u>55 to 110</u>	
Day 2		
Session 2	50 to 95	
Day 3		
Session 3, Grade 3	Part 1	20 (timed)
	Part 2	45 to 65
		<u>65 to 85</u>
Session 3, Grades 7 and 10	Part 1	25 (timed)
	Part 2	30 to 55
		<u>55 to 80</u>

SOCIAL STUDIES		
Day 1		
SIS or SIF	10	
Session 1	45 to 90	
	<u>55 to 100</u>	
Day 2		
Session 2	45 to 90	
Day 3		
Session 3	Part 1	25 (timed)
	Part 2	40 to 60
		<u>65 to 85</u>

Each session of the MAP must be administered in a single sitting.

The estimated testing times do not include suggested break times.

STEP 3

ORGANIZE YOUR CLASSROOM

- Plan for the distribution and collection of materials.
- Plan seating arrangements. Allow enough space between students to prevent the sharing of answers.
- Eliminate distractions such as bells or telephones.
- Use a Do Not Disturb sign on the door of the testing room.
- Make sure classroom maps, charts, etc., that relate to the subject matter of the test are not in view of the students.
- When administering the timed test portion of Session 3, write on the board the starting and stopping times for the test.

STEP 4

PREPARE YOUR STUDENTS

.....
Help students do their best by presenting
the testing experience in a positive way.
.....

- Help students approach the testing in a relaxed, positive way.
- Encourage and motivate your students to put forth their best effort.
- Explain that the purpose of taking this test is to find out which concepts have been mastered and which concepts need further development.
- Point out that some items may be more difficult than others and some material may be new to students; they are not expected to know all the answers. For most of the questions, partial credit may be earned.
- Explain that if an item is very difficult, it may be wise to skip it and go on to the next item as long as all items are answered before the test books are collected.
- Reassure students they will be given ample time to do their best.

USE STANDARDIZED TESTING PROCEDURES

- Be sure students understand the directions and the way to mark answers. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices. Do not assist students with any question other than to ensure that they understand the directions.
- Encourage students to attempt all items. Tell them to read each question carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

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STEP 6

LARGE PRINT AND BRAILLE

Accommodations are necessary when administering the test to visually impaired students. It is very important to code accommodations for visually impaired students on the Special Codes grid located on the inside back cover of the test book. Please see Step 10 for the appropriate accommodation.

Students who take the Braille edition of the MAP use a brailleing device called a "Brailier." Students who take the Large Print edition mark their responses directly in the Large Print edition test books. Student responses in both Large Print and Braille edition test books must be transcribed verbatim into Form A of the regular edition test book in order for that student to receive a MAP score.

NOTE: Since all content areas have multiple forms, make sure student responses are transcribed into Form A of the regular edition test book.

Examiners should obtain Form A of the regular edition test book and an Examiner's Manual to use as a reference while administering the Large Print and Braille editions of the assessment to visually impaired students.

After the Examiner transcribes student responses into regular edition test books, the cover of the Large Print and Braille edition test books should be marked **"Contents transcribed to a regular test book. DO NOT SCORE"** and returned to CTB/McGraw-Hill with the unused test books.

STEP 7

BEFORE TESTING

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IMPORTANT: Punch out all the
manipulatives prior to testing.

.....

Distribute the test books. Do not separate test books by form. Multiple forms are spiraled for embedded field test purposes. For more information regarding embedded field test items, see "Multiple Forms" on Page 3. Ensure that all students have a No. 2 pencil. Have the students print their names on the front cover of their test books.

STUDENT IDENTIFICATION INFORMATION

The student identification information can be captured on either of the following forms:

- The Student Identification Sheet (SIS) is on the back cover of the test book.
- The Student Information Form (SIF) is either pre-coded or blank. This form is a separate document. It is not located in the test book. Use only the current year SIF.

NOTE: Both the SIS and SIF capture student information. However, the SIF is the only form that captures MAP Alternate students. (See Step 11 for more information about MAP Alternate students.)

Any SIF—completed or blank—placed inside the test book will override the SIS on the back of the test book. If an SIS or SIF is badly torn or damaged, it will not scan properly. In such a case, all information must be transferred to a current SIF and inserted inside the front cover of the test book.

To account for all students, an SIS or SIF must be turned in for every eligible student. Refer to Step 10, No. 4, for detailed instructions on how to account for a student who has missed one or all sessions due to absence. Although the Science and Social Studies Assessments are voluntary, the same Missouri School Improvement Program (MSIP) accountability rules must be followed. Districts are required to account for every student eligible to participate in the Science and Social Studies Assessments.

Grade 3

Examiners must complete the SISs or SIFs for students in Grade 3.

Grades 4 Through 11

Lead students through filling in the SIS on the back cover of their test books or the separate SIF.

How to Fill in the Data Grids:

Refer to the sample SIS and SIF on Page 14 as you read Numbers 1 through 8 below.

1. STUDENT'S NAME: Print the last name, first name, and middle initial in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces.
- Fill in the appropriate circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.

Use the board to show students how to fill in the SIS or SIF (e.g., write the school, teacher, and district names on the board for students to copy).

If the SIF is not inserted in the test book, the student will receive two MAP scores; one will be an LND designation. See “Level Not Determined” on Page 2.

The Absent section is found only in the Special Codes grid on the inside back cover of the test books. See Step 10, No. 4.

Be sure to complete an SIS or SIF for all students who are eligible for testing, whether they are tested or not.

2. Fill in the STUDENT ID NUMBER, if applicable. Begin with Column A.
3. Fill in the circle for FEMALE or MALE.
4. SCHOOL, TEACHER, DISTRICT: Print the school, teacher, and district names in the appropriate boxes. The school and district names should be written as listed in the Missouri School Directory.
- *5. Instructions for how to code STUDENT STATUS are provided in Step 10.
6. Fill in the circle for RACE/ETHNICITY.
- *7. Instructions for how to code SPECIAL EDUCATION INSTRUCTION are provided in Step 10.
8. BIRTH DATE: Fill in the appropriate circles in each column for the month, day, and year of birth. If a birth day is a single digit, be sure to fill in the first ZERO circle in the Day column.

*Examiners or school personnel are responsible for completing the Student Status and Special Education Instruction grids after the last day of testing.

Sample Student Identification Sheet (located on the back of the test book)

The form is titled "Student Identification Sheet" and includes sections for Student ID Number, Student Status, Race/Ethnicity, Special Education Instruction, County/District/School Code of Residence, and Birth Date. The County/District/School Code of Residence grid is circled in red.

County/District/School Code of Residence Grid—
DO **NOT** COMPLETE unless instructed to do so by the District Test Coordinator.

Sample Student Information Form (separate sheet—pre-coded or blank)

The form is titled "Student Information Form" and includes sections for Student ID Number, Student Status, Race/Ethnicity, Special Education Instruction, County/District/School Code of Residence, and Birth Date. The County/District/School Code of Residence grid is circled in red.

STEP 8

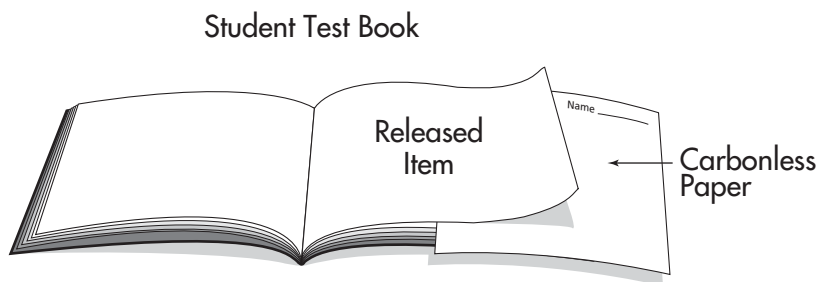
RELEASED ITEM RESPONSES

DESE has selected several items at the intermediate and high school levels of the MAP Communication Arts, Mathematics, Science, and Social Studies Assessments to release to Missouri teachers for classroom scoring. Student responses to these released items may be captured during the test administration using carbonless paper. Copies of the released items and scoring guides will be provided to the districts by DESE during the test administration. Items at the elementary level will not be released.

If your district has chosen to use carbonless paper to capture student responses for the released items in the MAP Communication Arts, Mathematics, Science, and Social Studies Assessments, the following guidelines must be observed.

- **Only** Mead Optica™ 17# Self-Contained Dark Blue Image Carbonless paper may be used. **Use of any other carbonless paper will cause smudging, which could delay reports for your district.**
- **Only** released items may be captured and scored. Violations of this stipulation will result in a review by DESE.
- **No** test items may be photocopied.

To capture student responses, simply place the sheet of carbonless paper, which has "Name" printed on it, face up behind each page containing a released item. See the example below.



To capture multiple-choice items, students should write the answer choice directly on the carbonless paper next to the correct item number.

Remember to remove all carbonless paper from the student test books before returning them to CTB/McGraw-Hill for scoring. If carbonless paper is returned to CTB/McGraw-Hill, it could delay the district's reports. All returned carbonless paper will be destroyed.

The following is a list of released items for the Spring 2003 Missouri Assessment Program.

SPRING 2003 MAP RELEASED ITEMS

COMMUNICATION ARTS	
Grade 7	Session 1—Items 10 and 11, Pages 11 and 12 Session 2—Writing Prompt, Pages 3–9
Grade 11	Session 1—Items 3 and 5, Pages 7 and 8 Session 2—Writing Prompt, Pages 3–9

MATHEMATICS	
Grade 8	Session 1—Items 5 and 6, Pages 7, 8, and 9
Grade 10	Session 1—Item 1, Page 3 Session 2—Item 2, Page 4

SCIENCE	
Grade 7	Session 1—Items 5, 7, 8, and 13, Pages 5, 7, 8, and 11
Grade 10	Session 1—Items 2, 6, and 15, Pages 3, 5, and 10 Session 3—Item 30, Page 13

SOCIAL STUDIES	
Grade 8	Session 1—Items 1, 2, 3, 17, and 18, Pages 3, 12, and 13
Grade 11	Session 2—Items 5, 6, 7, 20, and 21, Pages 4, 5, 14, and 15



ADMINISTER THE TEST

STEP 9 contains directions that are specific to each subject area's administration.

These directions are not provided in this generic version of the Examiner's Manual.

STEP 10

FILL IN SPECIAL CODES INFORMATION

Special codes information is located in **three** places in the testing materials: the Special Codes grid, the SIS, and the SIF.

The Special Codes grid, located on the inside back cover of each student test book, is to be coded by the Examiner only after the last day of testing. The Special Codes grid includes Accommodation Codes, Special Education, Invalidation, and Absent boxes.

The following is a sample of the Special Codes grid for the Communication Arts test book:

SPECIAL CODES—TEACHER'S USE ONLY									
Accommodation Codes				Special Education		Invalidation			
Admin	Time	Resp	Set	Disability Diagnosis	Instructional Areas of IEP	Please see Step 10 of the Examiner's Manual for instructions to complete this field.			
Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Session 1	Ⓐ Session 2	Ⓐ Session 3	Ⓐ Session 4
Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Absent			
Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Absent Session 1			
Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Absent Session 2			
Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Absent Session 3			
Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Absent Session 4			
Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Absent All 4 Sessions			

The following is a sample of the Special Codes grid for the Mathematics, Science, and Social Studies test books:

SPECIAL CODES—TEACHER'S USE ONLY									
Accommodation Codes				Special Education		Invalidation			
Admin	Time	Resp	Set	Disability Diagnosis	Instructional Areas of IEP	Please see Step 10 of the Examiner's Manual for instructions to complete this field.			
Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Session 1	Ⓐ Session 2	Ⓐ Session 3	
Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Absent			
Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Absent Session 1			
Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Absent Session 2			
Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Absent Session 3			
Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Ⓐ ⓐ ⓐ	Ⓐ Absent All 3 Sessions			

Additional special codes information can be found in the Student Status section on the SIS (located on the back cover of each test book) **and** on the SIF (a separate document that captures almost the same student information as the SIS). Both the SIS and the SIF include the Student Status and Special Education Instruction sections.

- **Response Accommodations (Resp)**

NOTE: Any use of an alternative response must be transcribed directly into the test book for scoring.

- 30 Using typewriter for responding
- 31 Using computer/word processor for responding
- 32 Pointing to response
- 33 Giving response orally
- 34 Giving response in sign language
- 35 Dictating to a scribe
- 36 Taping student response
- 37 Using Braille
- 38 Using communication device
- 39 Using calculator
- 40 Using abacus
- 41 Using arithmetic tables
- 42 Using graph paper
- 44 Other

- **Setting Accommodations (Set)**

- 50 Testing individually
- 51 Testing with small group
- 52 Testing with teacher facing student (hearing-impaired)
- 53 Other

ACCOMMODATION CODES FOR LEP ONLY:

These are the **only** accommodations allowed for LEP students:

- **Administration Accommodations (Admin)**

- 04 Oral reading of assessment (in English only and not permissible for Communication Arts, Sessions 1 and 3)

- **Timing Accommodations (Time)**

- 20 Extending time allotted to complete Session 3, Part 1
- 21 Other

- **Response Accommodations (Resp)**

- 33 Giving response orally (in English only)
- 43 Using bilingual dictionary

- **Setting Accommodations (Set)**

- 50 Testing individually
- 51 Testing with small group

2. Fill in the appropriate circle in each column for Special Education.

NOTE: Mark only one.

- **Disability Diagnosis (Primary Area Only)**

- 01 Specific learning disability
- 02 Speech impairment
- 03 Mental retardation
- 04 Emotional disturbance
- 05 Other health impairment

- 06 Hearing impairment
- 07 Language impairment
- 08 Partial sight
- 09 Blindness
- 10 Orthopedic impairment
- 11 Autism
- 12 Traumatic brain injury
- 13 Deaf/Blindness
- 14 Multiple disabilities

- **Instructional Areas of IEP (Primary Area Only)**

- 01 Speech/Language
- 02 Reading
- 03 Math
- 04 Spelling
- 05 Writing
- 06 Behavior/Social skills
- 07 Basic life skills/Activities of daily living
- 08 Multiple

3. Invalidation of a student's test is appropriate **only** if the student is discovered cheating. Neither a student's behavior during testing nor the judgment of a student's effort during testing will invalidate a student's test.

The School Test Coordinator and the Examiner must agree that a particular student's test should be invalidated based on the invalidation rule above.

The Examiner must provide the School Test Coordinator with the student's name, birth date, teacher, grade, school, content area, test session, and the reason the test session is being invalidated. To invalidate a student's test, the School Test Coordinator must fill in the appropriate circle in the Invalidation box located in the Special Codes section on the inside back cover of the test book. If the Invalidation box is not filled in, the test will **not** be invalidated.

For each invalidated test, a test book and a completed SIS or SIF must be included with materials to be scored. Invalidated tests will **not** receive MAP scores.

4. Makeup sessions should be scheduled for students who are absent during one or more sessions of the MAP. If a student is absent for one or more testing sessions and cannot participate in makeup testing sessions, the procedures below must be followed:

1. Write the student's name on the front of an unused test book.
2. Complete an SIS or SIF for the student.
3. Fill in the appropriate circle in the Absent section in the Special Codes section located on the inside back cover of the test book.
4. Process as you would any other student's test.

HOW TO FILL IN THE STUDENT STATUS INFORMATION ON THE SIS AND SIF

- IEP** An Individualized Education Program (IEP) student is a student who is eligible under IDEA and has an IEP.

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In Building Less Than a Year A student is considered in a building less than a year if that student was not part of the September enrollment (last Wednesday in September) for that school year.

In District Less Than 18 Months A student is considered in the district less than 18 months if the student was enrolled after the January membership count (last Wednesday in January) of the preceding school year. **The collection of this information is optional for those school districts that want to capture student mobility data.**

In District Less Than a Year A student is considered in a district less than a year if that student was not part of the September enrollment (last Wednesday of September) for that school year.

In State Less Than a Year A student is considered in the state less than a year if that student was not part of the September enrollment (last Wednesday of September) for that school year.

LEP A Limited English Proficient (LEP) student is a student whose native language is other than English and is from another country, or whose home environment includes languages other than English and whose English language proficiency is below that of grade and age peers.

LEP 1st–3rd Year in USA This is a designation for LEP students in their first, second, or third year in the United States. The district is not required to test these students. However, if it is beneficial for the student to take the test, the district may administer the test to the student. The test scores will not be included in the accountability measures for the Missouri School Improvement Program (MSIP).

MAP Alternate An IEP team determines if a student is eligible for the MAP Alternate (MAP-A) based upon eligibility criteria. An SIF should be completed for each MAP-A eligible student who has a grade-level classification in the grade levels assessed by the MAP content areas, **irrespective of whether the student is participating in the MAP-A this year.** For example, a fourth-grade student, who is eligible for the MAP-A, should have an SIF completed for Mathematics and Social Studies even if the student (for age reasons) is not participating in the MAP-A in the fourth grade. Additionally, an SIF must be completed for those MAP-A eligible students residing in your district but receiving services elsewhere (e.g., State School for Severely Handicapped, Missouri School for the Deaf, Missouri School for the Blind, or a Special School District).

Migrant A migrant is a student who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse, or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or work in a beef, poultry, or pork processing plant.

Other This identifies students approved for student free/reduced-price meals. See Pages 28 and 29 in the Test Coordinator's Manual. **(Districts are now required to complete this information.)**

Title I This identifies a student who receives Title I services in a targeted assistance program. **All** students in a Title I school-wide program should be designated as Title I. If the school building does **not** receive Title I funds, **none** of the students in that school building should be designated as Title I.

Voluntary Transfer Student (VTS) This identifies a student who resides in the St. Louis City School District but who voluntarily enrolls in a St. Louis County School District.



STUDENTS NOT TESTED IN THE CONTENT-AREA ASSESSMENTS

All students must be accounted for when administering the MAP. Two categories of students are **not** required to be assessed:

- 1) students whose IEP teams have determined that the MAP Alternate (MAP-A) is the appropriate assessment; and
- 2) students who are Limited English Proficient (LEP) and have been in the United States three years or less.

Students whose IEP teams have determined that MAP-A is the appropriate assessment are coded as "MAP Alternate" on the Student Information Form (SIF). This bubble is located in the Student Status grid of the SIF. The MAP-A bubble is for all MAP-A eligible students in the grade levels and content areas assessed by the MAP content areas. This rule applies regardless of whether students are participating in the MAP-A this year. For example, if a MAP-A eligible student is in the fourth grade, an SIF should be completed for Mathematics and Social Studies, even if the student is not participating in MAP-A in the fourth grade. Additionally, an SIF must be completed for those MAP-A eligible students residing in your district who are attending school in another district (e.g., State School for the Severely Handicapped, Missouri School for the Blind, or Special School District).

You do not need to assign a test book to MAP-A and LEP 1st–3rd Year in USA students; you need only to return a completed current year SIF for these students. Additional SIFs will be provided for these students. MAP-A and LEP 1st–3rd Year in USA students must also be accounted for in the MAP School Building Survey. Please do not insert SIFs for MAP-A and LEP 1st–3rd Year in USA students in the test books of other students.

ASSEMBLE MATERIALS FOR RETURN

Any stray lines or smudges from unclear erasures may have an impact on the scoring of the items.

- All student-identification information is complete and correct. The Birth Date section must be filled in properly. This information is used to verify student identity when other information is insufficient.
- All applicable Student Status and Special Education Instruction information is filled in according to instructions in Step 10.
- All circles that students intended to mark are filled in completely.
- All stray pencil marks are erased.
- All erasures are complete without smudging.
- If an SIS or a pre-coded SIF is badly torn or damaged, it cannot be scanned. In such a case, all information must be transferred to a current SIF, which should be placed inside the front cover of the test book.
- If applicable, the information in the Special Codes section has been filled in accurately, as explained in Step 10.

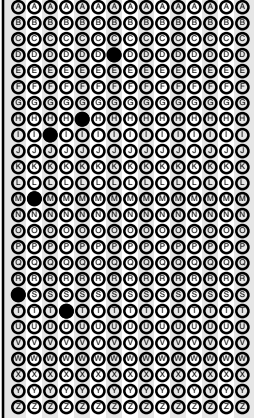
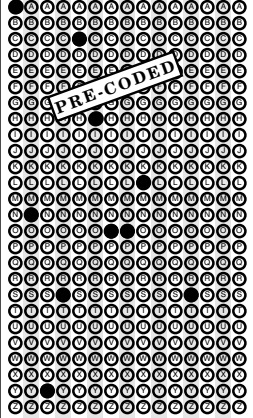

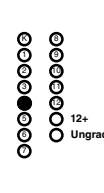
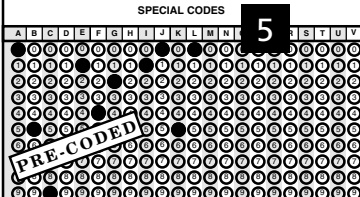
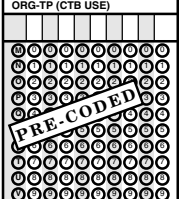
- All test books are completed in No. 2 pencil. Test books completed in ink cannot be scored.

If a student completed the test in ink, all student responses must be transcribed in pencil to another test book for scoring. Check to ensure that the same form of the test book is used for transcribing.

- All carbonless paper and any other loose papers (except for an SIF) are removed from the test books.
- If a student takes a test in two different books, please ensure that all student responses are transcribed verbatim into only one test book. **Since all content areas have multiple forms, make sure the responses are transcribed into the same form.** The form indicator is on the front cover of the test book. The book containing the transcribed responses will be scored. For the incomplete test book, write on the front cover with a black marker, **“Contents transcribed to another regular edition test book. DO NOT SCORE”** and return with the unused test books.
- If you find missing, damaged, or upside-down pages in a test book, please ensure that all student responses, if any, are transcribed verbatim into another regular edition test book. **Since all content areas have multiple forms, make sure the responses are transcribed into the same form.** For more information, see “Multiple Forms” on Page 3. A test book that contains missing, damaged, or upside-down pages should be marked appropriately on the front cover with a black marker. For example, write **“Missing Pages”** and **“Contents transcribed to another regular edition test book. DO NOT SCORE”** on the front cover of a test book with missing pages. Return the damaged books with your unused test books.
- If you find any alternative response sheets in the test books, for example, computer generated responses, transcribe them verbatim into the test book. Alternative response sheets cannot be scored. For more information regarding response accommodations, please see Step 10 in this Examiner’s Manual.

If you have any questions concerning this information, please contact CTB/McGraw-Hill via the Missouri Assessment Program Service Line (1-800-544-9868, option “1”).

The Group Information Sheet (GIS) provides data that will appear on your reports. **It is essential that a complete and accurate GIS be placed on top of each stack of test books whose scores are to be reported together.** Some information may have been filled in (pre-coded) for you, while other information must be hand-entered. Check both the pre-coded and hand-entered material for accuracy. If any pre-coded information is not accurate, notify your Test Coordinator.


1		Group Information Sheet		3		4																									
TEACHER NAME												SCHOOL NAME												2		Number Students Testing		GRADE			
S M I T H D												A N Y S C H O O L E S												0 2 0							
												 <div style="position: absolute; top: 10%; left: 40%; transform: rotate(-15deg); border: 2px solid black; padding: 5px; font-weight: bold;">PRE-CODED</div>														 <div style="position: absolute; top: 10%; left: 10%;">12+ Ungraded</div>					
SPECIAL CODES												5																			
A B C D E F G H I J K L M N O P Q R S T U V												 <div style="position: absolute; top: 10%; left: 40%; transform: rotate(-15deg); border: 2px solid black; padding: 5px; font-weight: bold;">PRE-CODED</div>																			
ORG-TP (CTB USE)												STRUC/ELEMENT # (CTB USE)																			
 <div style="position: absolute; top: 10%; left: 40%; transform: rotate(-15deg); border: 2px solid black; padding: 5px; font-weight: bold;">PRE-CODED</div>																															

Organization Name: **MAP Spring 2003**

Element/District Name: **CENTRAL**

SO #: 6

State: **MO**

 **CTB McGraw-Hill**

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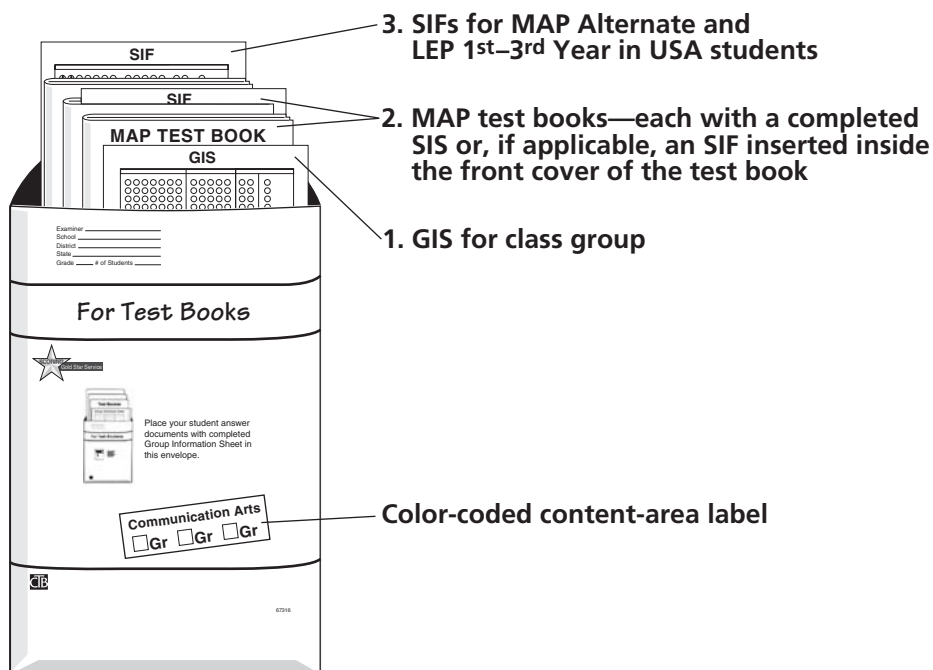
81114

<i>When you check this . . .</i>	<i>look for this:</i>
1 Teacher Name	The teacher's last name must be printed in the boxes, followed by the first name or initial, if needed. Under each box, the corresponding circle must be filled in.
2 School Name	In most cases, the school name has been pre-coded. If not, the school name must be printed in the boxes and the corresponding circles filled in.
3 Number Students Testing	<p>The number of students whose test books are grouped with this GIS must be printed in the boxes and the corresponding circles filled in. Be sure to include MAP Alternate and LEP 1st–3rd Year in USA students in your total. Use leading zeros, if needed. For example, to indicate 20 students, write and fill in 020.</p> <p>Remember, to account for all students, a completed SIS (located on the back of the test book) or a completed SIF must be turned in for every eligible student.</p>
4 Grade	The correct circle for the grade must be filled in.
5 Special Codes	This information has been pre-coded with the county, district, and school code numbers. The county code number is in columns A, B, and C. The district code number is in columns E, F, and G. The school code number is in columns I, J, K, and L.
6 Organization Name Element/District Name SO# State	This information has been pre-coded.

ORGANIZING MATERIALS

After the GISs have been checked for accuracy, place the following items in the large white envelope in the following order:

1. GIS for class group
2. MAP test books
3. SIFs for MAP Alternate and LEP 1st–3rd Year in USA students



If there is more than one envelope per Examiner, put the GIS in the teacher's first envelope with as many test books as will fit and all the MAP Alternate and LEP 1st–3rd Year in USA students' SIFs. (See Step 6 for the proper handling of the Large Print and Braille editions of the test books.) Each envelope will hold approximately 20 test books. If multiple envelopes are needed to hold large groups of books, the envelopes should be bundled together and marked on the front upper-left corner "1 of X," "2 of X," "3 of X," etc., with "X" being the total number of envelopes. The information requested on the front of the envelope must also be completed. Affix the appropriate color-coded content-area label on the front of the envelope.

IMPORTANT: Do not seal the envelopes. The District Test Coordinator will verify the contents before sealing the envelopes.

Any unused test books should be placed inside a large white envelope. Group unused and transcribed Large Print and Braille edition test books in envelopes for unused test books. Affix a black Unused Books label to the envelope.

The Examiner should provide the following materials to the School Test Coordinator:

- envelope(s) containing the GIS and test books with completed SISs and SIFs
- envelope(s) containing all unused test books, including the copy the Examiner used for test administration

Do not return manipulatives, reference sheets, Examiner's Manuals, carbonless paper, draft copies of the writing prompt (for Communication Arts), or extra envelopes to CTB/McGraw-Hill. Examiners may retain reference sheets, manipulatives, and any carbonless paper for use in the classroom.

Districts must contact CTB/McGraw-Hill to arrange a pickup of testing materials. Please refer to Step 10 of the 2003 Test Coordinator's Manual for further instructions. Contact CTB/McGraw-Hill no later than April 25, 2003, to arrange a pickup of Early Return Testing materials and no later than May 5, 2003, to arrange a pickup of Regular Return Testing materials. **Please note that the scheduled pickup time may be several days after you contact CTB/McGraw-Hill.**